

VISIT...

LANZAROTE
Caliente.COM

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *The Reef* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute with at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What happened to the ship? (It ran aground on a reef.)

Why are coral reefs a problem? (Coral is sharp and can destroy the ship's hull.)

What is the crew doing to try to solve the problem? (pumping water from the ship's hold)

If time permits, repeat the steps above using part 2 of the passage, *The Reef*.

Optional Activity



5–10 minutes

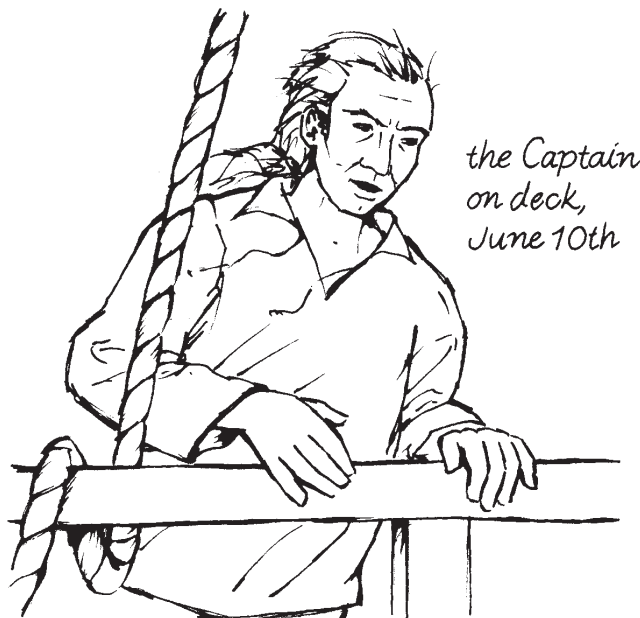
PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you its meaning in the context of the passage. For example, the word *hold* means the lowest compartment of a ship, rather than to hang on to something. If the child is correct, he/she can move along the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

Sunday, June 10: We have run aground! Maybe an hour or so ago, 13
 the ship got stuck on a reef and we can't get her loose. The captain ran on 30
 deck in his nightclothes. We are firmly stuck. We floated a small boat to 44
 check the damage, and found ourselves stuck upon a coral reef. This is the 58
 worst, as it is sharp and can destroy a ship's hull. The men are afraid that 74
 the ship is badly damaged and that we might be stranded here with no 88
 way out. 90

The waves are beating us against the reef and we can hear the wood 104
 cracking. We are being tossed like a cork upon the waves so that we can 119
 barely keep our feet beneath us. The tide has gone down, and we will be 134
 stuck here for at least twelve hours at the mercy of the waves and rock. 149

Monday, June 11: Water has entered the ship through the damaged 160
 hull. We have started two of the pumps in the hold, trying to lower the 175
 water level. Everyone is pitching in to work the pumps. 185



Part 2

7 PM: We are taking on water quickly as the tide begins to rise. One of 16
 the pumps has failed, though the men continued to work cheerfully. The 28
 captain fears the worst. He mentioned the fear that most of us will be 42
 drowned. Fear of death stares us in the face. 51

Tuesday, June 12: One crewman proposed a fix that no one has seen 64
 used. By using his fix, he said he managed to get home from America 78
 with a more badly damaged ship than ours. His fix is to take a small, 93
 heavy sail and paste it over with a mixture of rope fiber, wool, and tar. 108
 The sail is to be sunk beneath the ship with the thought that it will be 124
 sucked into the hole. It will then act as a stop to keep the water from 140
 coming in. 142

In the afternoon, it was done and lowered by ropes, then quickly pulled 155
 back against the ship. In about two hours the hold was pumped dry. We 169
 went from despair to hope that we could get ashore. We will live. 182

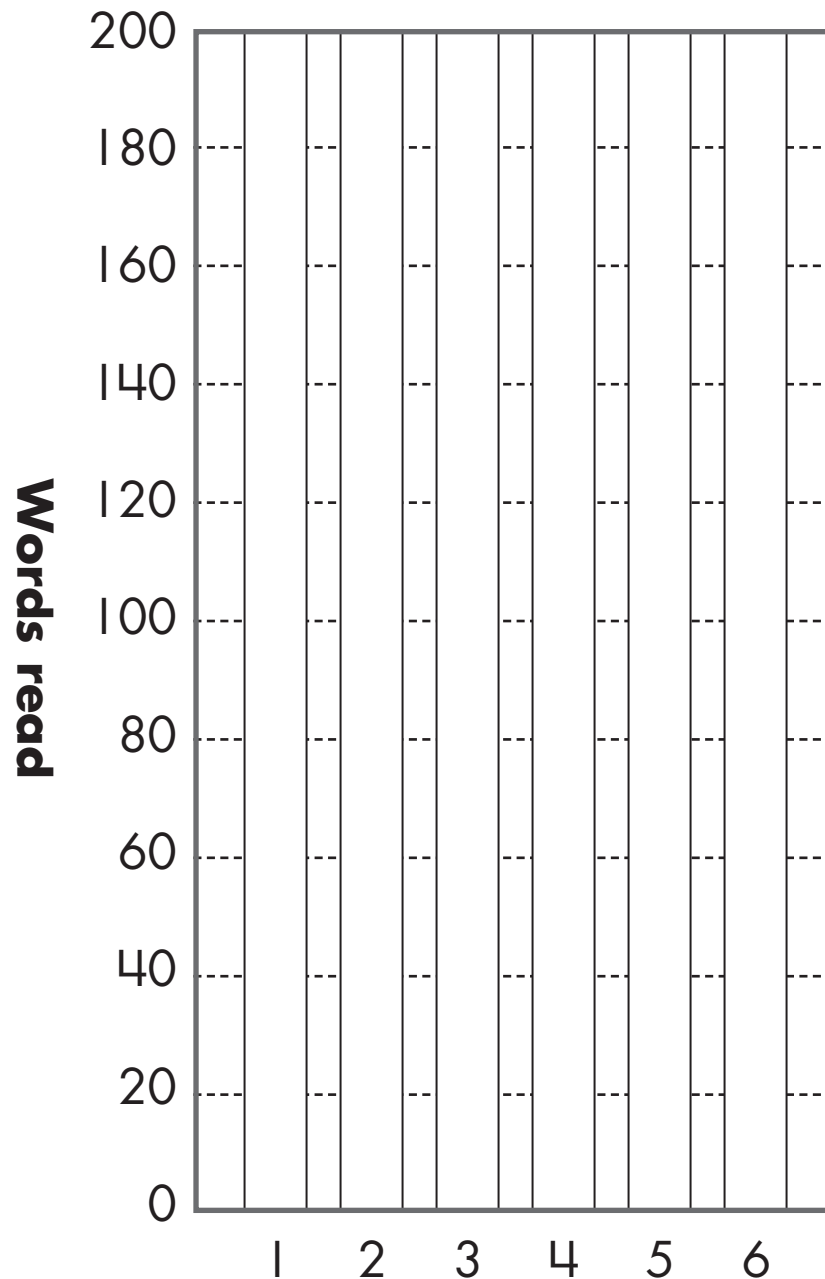


Fluency

Repeated Reading Bar Graph

Lesson X-6

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6

aground

4

reef

2

nightclothes

3

firmly

2

damage

2

hull

5

ashore

4

stranded

3

tossed

1

tide

1

mercy

3

hold

5

proposed

4

failed

2

fiber

4

despair

3

Fluency

Game Board

Lesson X-6

